

CHAPTER II

EDUCATION OF GRADUATE TEACHERS IN INDIA

- A HISTORICAL REVIEW

Having realized the significant position of the teachers, let us turn to the measures adopted in the past to the education and training of graduate teachers. This could safely be divided into pre-independence and post-independence period. The former could further be subdivided into the period till 1937 and that between 1937 and 1947.

A-1 The Pre-independence period (till 1937)

Even though training institutions came into existence since the beginning of the 19th century, the education of teachers as conceived to-day is of recent origin. Even after the authoritative recognition of its values, teacher's training was for a long time confined to primary education alone and it is only of late, after 1882, that it spread to other spheres of school education. (38:273) Before teacher education assumed this final shape, it underwent two other - though not too well defined - stages of development as the pupil-teacher system and the teacher training.

The importance of the training of secondary school teachers began to be realized only from the last two decades of the 19th century and this had its basis in the ideas prevalent in England at that time. During that period, educationists in England did not consider the necessity of training the secondary school teachers. Their contention was that a mastery over the subject matter

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naturally led to a grip over the method (14:226). And this influenced the educational practice in India as well.

At the time of the appointment of the Indian Education Commission in 1882, only two training colleges, one at Madras and the other at Lahore existed (11:475). Both the graduates and the under-graduates had their training together and the stress was on school subjects rather than on professional subjects thus leading to a controversy regarding the further study of the school subjects that the teachers had to teach and their study of the pedagogical aspects of training. It was the Indian Education Commission (1882) which went into the controversy and resolved these differences. It recommended :

1. the institution of an examination in the principles and practice of teaching and success in it a condition for permanent employment as a teacher in any government or aided secondary school;
2. the minimising of duration of the course for graduates who desired to attend the normal schools;
3. the necessity of having two distinct types of training for graduate and undergraduate teachers.

These recommendations did not prove very effective firstly due to the general apathy with regard to the secondary teachers' training and secondly, to the fact that it made the training of teachers a condition not of initial employment but of permanent employment. All the same by the end of the 19th century, the number of training colleges in India for secondary school teachers rose to six (Madras, Lahore, Rajahmundry, Kurseong, Jubbulpore and Allahabad)

but Bombay had none (38:273). The provincial governments also instituted a certificate examination for secondary teachers. All these training colleges were provided with hostels and in some provinces residence in a boarding house was compulsory. This had also greatly facilitated physical training and the organization of a variety of games and out-door sports.

Another good feature of these training colleges was that almost all of them had practising schools attached to them but the defect lay in not being equipped with a staff of its own. Since the children had to depend on the lessons given by the student trainees, it affected the strength as the parents did not care to send their children to be made the subject of experiment. This in turn affected the teaching practice. As a remedial measure, the Director of Madras suggested an independent staff to the schools.

With regard to the entrance qualification, duration of the course, examination, certificates, the course of instruction and subjects of study followed in the various institutions, the following tables reveal the facts as existed in 1901-02 :

Institution or class.	Department.	Preliminary Educational Qualifications	Length of course	Examination	Certificates
Teachers' College, Saidapet and Training College, Rajahmundry	Senior Section	University degree.	One year	At the end of course	Licentiate in teaching of the Madras University.
	Junior Section	F.A. examination	do.	do.	Second grade Collegiate teachers' certificate.
Training College, Kurseong.	No prescribed course. Selected teachers are sent for four months training to the European College. Two batches are trained each year.				
Training College, Allahabad.	Senior dept.	University degree.	One year	At the end of course	Senior Anglo vernacular certificate.
Training College, Lahore.	Senior Anglo-vernacular class.	University degree.	One year	do.	Provisional second grade senior Anglo-vernacular certificate.
Collegiate Branch of Jubbulpore Training Institute.	Collegiate grade.	University degree.	Two years	do.	Collegiate grade certificate.

(166: 204)

Institution	Department	Subjects of study
Teachers' College, Saidapet and Training College, Rajahmundry.	Senior Section.	1. Pr. of Edn. 2. Hist. of Edn. 3. Methods of teaching and school management. 4. Reading and Recitation. 5. B.B. exercises. 6. Free hand Drawing.
	Junior Section.	1. Orgn. 2. Discipline and moral training. 3. Methods of teaching. 4-6. As in Senior Section.
Kurseong Training College.	do.	Art of teaching, discipline, Orgn. and Kindergarten methods.
Allahabad Training College.	Senior class.	1. English reading and conver- sation. 2. Maths. 3. One of the following : (a) English (b) Science (c) Classical language 4. School management and criticism lessons. 5. Practice of teaching.
Central Training College, Lahore.	Senior Anglo- Vernacu- lar class.	1. English 2. Maths. 3. Ele. Sc. 4. Sch. management 5. Practice of teaching.
Collegiate Branch of the Jubbulpore Training Institute.	Collegiate class.	1. Principles of Education 2. History of education 3. Practice of education : (a) Organisation (b) methods of teaching (c) discipline.

(166 : 207-208)

In most of the colleges, the course was wholly or in the main, professional, but in some colleges as at Allahabad and Lahore general education dominated. At Saidapet College, English reading and recitation and free-hand drawing were also included in order to facilitate the teacher to fit well into Anglo-vernacular schools.

Most of the students received stipends during the training period and in fact, the strength of the institution was much affected by the number of stipends. The students in turn had to teach in schools for a specific period after the completion of their course.

Between 1897-98 and 1901-02, the total expenditure on these training institutions rose from Rs.64,000 to Rs.90,000 and these were derived from provincial revenues. The average cost of educating a pupil in 1901-02 ranged from Rs.328 to Rs.635. (166 : 218).

As regards the training of women teachers, even though there was some move with regard to primary school teachers, nothing substantial took place as far as graduate teachers were concerned. But one good feature was that the middle classes were becoming more and more alive to the educational backwardness of the land and the idea of training was slowly gaining ground.

The realization of the importance of training of secondary school teachers by England towards the end of the 19th century, had its repercussions on India too and a progressive lead in this direction was given by the Government of India's Resolution on

Educational Policy, 1904. It declared :

" If the teaching in secondary schools is to be raised to a higher level - if the pupils are to be cured of their tendency to rely upon learning notes and text-books by heart, if, in a word, European knowledge is to be diffused by the methods proper to it, then it is most necessary that the teachers should themselves be trained in the art of teaching.

(45 : 336)

It further pointed out the urgency of the extension of this system to provinces especially Bombay, where it did not exist and of catering to the needs of the secondary schools throughout the country. For the development of the training institution, it put forward the following recommendations :

1. Men of ability and experience in the work of higher training should man the Indian Educational Service.
2. The training colleges should be equipped with people of ability.
3. The duration of training for graduates should be one year leading to a University degree or diploma and the course should consist of principles of teaching and teaching practice.
4. The scheme of instruction and examinations should be determined and controlled by the training college authorities and the Education Departments.
5. The training college should be equipped with a good library and a museum.
6. Practising schools under the authorities of the training colleges should be attached to these colleges to facilitate close association between theory and practice of

education.

7. The practising schools should have well equipped staff to facilitate training college students to witness examples of best teaching and teach under capable supervision.
8. In order to facilitate the fresh teacher to practice the methods learnt in the course of his training, proper link should be maintained between the training college and the school.
9. The trained students working in different schools should occasionally be invited to the training college - of course, with the co-operation of the inspecting staff - to discuss their problems and refresh themselves.

(45 : 337-338)

These strong views of Lord Curzon created new stir in the training of secondary school teachers and as a result, new training colleges, one in Bombay (1906) and the other at Calcutta (David Hare Training College, 1908) came into being. In staff and equipment these colleges excelled other institutions of the kind.

The Government of India Resolution on Educational Policy, 1913, further strengthened this policy by declaring that,

" -- eventually under modern systems of education no teacher should be allowed to teach without a certificate that he has qualified to do so."

(11 : 477)

All these various policies resulted both in the increase of the

number of training colleges between 1904-1921 from 6 to 13 and in the proportion of trained teachers to untrained teachers. Inspite of it, there was still a great disparity in different provinces with regard to the proportion of trained teachers which is revealed in the Eighth Quinquennial Review of the Progress of Education in India (45 : 339-340). But the healthy sign was that it set the ball rolling with regard to the training of secondary school teachers.

The need for increasing the output of trained teachers was further stressed by the Calcutta University Commission (1916). It also recommended the creation of the Department of Education in the universities of Dacca and Calcutta, the attachment of a demonstration school to each training college for experimental work and the need for systematising research.

In 1923, the University of Madras allowed Geography as a separate subject for the L.T. course. In Bombay, the Secondary Training College was affiliated to Bombay University in 1920 and the syllabus was revised in 1927 and this included the science of education, psychology and principles of education, history of education, special methods, school organization and hygiene under Part I and observation of lessons, practice lessons, experimental psychology and mental tests under Part II. An interesting feature of the college during 1922-27 was the use and development of the project method especially in the teaching of history and geography.

In Bengal, the move by the Bengal Retrenchment Committee to abolish the existing training colleges was strongly opposed by

the Bengal Government. Lord Lytton (then Governor of Bengal) at the opening ceremony of the new building of the David Hare Training College said :

" The ceremony which I have come to perform may be taken as an emphatic declaration by the Government that the teaching profession is no longer to be regarded as the last resort of those who are incapacitated for any other profession; that it is rather the most responsible and important of all professions; and that those who embrace it required as good a training as those who enter any other profession."

(144 : 174-175)

In U.P. out of the three training colleges, the Allahabad Training College alone awarded a degree. In 1923, the Aligarh University opened a year's course leading to the B.T. degree of the University.

In 1922-23, the Rangoon University opened an Education Diploma class in the University College but even by 1926-27, the number of teachers was only 12.

In 1926, the L.T. examination was abolished by the Patna University and in its place, a diploma of one year's study and a degree of Bachelor of Education after two year's study were instituted.

Assam did not have a training college.

With regard to the collegiate training of women teachers, Madras provided greater facilities than others by the permanent recognition of the L.T. class attached to the Lady Willingdon school. This gave birth to the Lady Willingdon Training College in 1923 and to St. Christopher's Mission Training College in 1924.

In Bengal only one institution prepared women teachers for

the B.T. degree.

In U.P., even though the training college attached to the Allahabad University admitted women teachers for the L.T. examination, yet a majority of women under training for a degree in teaching received their instructions in Isabella Thoburn College to which a training class was attached in 1924 and prepared students for the B.T. degree of the Lucknow University.

By 1926-27, the number of training colleges increased to 21 with 1257 students.

The Hartog Committee's recommendations in 1929 further resulted in the establishment of Departments of Education in some Universities, institution of research degrees in education, organisation of refresher courses for teachers, better equipment of libraries and laboratories of the training institutions, organization of their practising schools and improvement of service conditions etc. Persons of better ability and better educational attainments began to enter the teaching profession and the output of trained teachers increased gradually though slowly. The percentage of trained men teachers in secondary schools rose from 56.4 in 1932 to 57.3 in 1937 while that of trained women teachers rose from 65.9 in 1932 to 66.9 in 1937 in British India.

The Calcutta University Commission and the Hartog Committee were greatly responsible in providing the necessary encouragement to women's education and training. Their main stress was not only on their qualitative and quantitative training but also on the removal of financial difficulties. One interesting feature during

this time was the introduction by the Madras University in 1929, of domestic science as one of the special subjects for the L.T. course. Women's educational movement gained further strength in the political awakening of the country under the leadership of Mahatma Gandhi.

Between 1921 and 1936, private schools had greatly expanded and multiplied and the movement for the training of secondary school teachers gained great strength and continued with greater force.

By 1936-37, the number of training colleges for men was 17 with an enrolment of 1488 students (including 147 females) and those for women rose from 7 in 1931-32 to 8 by 1936-37 and their enrolment increased from 157 to 301 students, apart from those in co-educational institutions.

The total expenditure on training colleges in British India in 1936-37 was Rs.9,99,486/- as against Rs.90,354/- only in 1901-02.
(147 : 145)

Though the training of secondary school teachers made a very poor beginning with only two colleges, yet, in course of time it took a concrete shape with definite changes and also brought in its wake the realization of its necessity and urgency.

A-2 Developments between 1937 and 1947 :

In spite of the various measures suggested by different commissions and committees, the provisions made for teacher training, especially for secondary teachers' training was far from satisfactory and systematic and highly inadequate during the decade preceding

independence. Out of 478193 teachers in primary and secondary schools in 1936-37, 43.2% were untrained (11 : 478).

Another great problem was the lack of co-ordination of courses in the various grade of teachers' training institutions. In many ~~provinces~~, the same grade of training had three kinds of awards - Bachelor of Teaching of Education, the Licentiate in Teaching and sometimes also the Senior Anglo-Vernacular Certificate. In some colleges, training colleges admitted both graduates and undergraduates. Education in India also suffered from lack of sufficient women teachers for girls' schools.

This diverse state of affairs was naturally confusing and necessitated a uniform organization of teachers' training, better facilities for training and more trained teachers. The year 1937 was a turning point in the history of our educational development.

This was a period of great national awakening and though the National Movement was more political than educational, yet its educational consequences were far reaching. This laid the basis for the revival of national cultures and civilization. New subjects found their place in the school and college curricula, Indian languages came to prominence, the national language began to be developed and the regional languages began to be introduced as media of instruction. Also, vocational education came into existence and women's education was popularized. It paved the way for social and compulsory primary education. In short, it was a healthy protest against the prevalent educational system which was considered as too academic and literary in character and prepared the pupils

only for service thus limiting its scope.

With the establishment of popular Ministries in the provinces, national consciousness was fully aroused in the country and the people began to realize that the progress of their country depended entirely on educational development. Moreover, with the introduction of complete Provincial autonomy, Education became a State subject over which the ministers had full control. This enabled them to evince increasing interest in educational problems of their respective provinces and new schemes for educational reconstruction were launched.

At its first annual meeting soon after its revival in 1935, the Central Advisory Board of Education passed some important resolutions on education. With reference to Higher Secondary stage, the Board stressed on the inclusion of institutions with varying length of courses for the training of teachers in rural areas.

With the emergence of the National Movement, there emerged a national system of education called Basic education for which the seed was sown by Gandhiji in 1937 and this further gave rise to a number of Basic training institutions. But the scheme experienced a temporary set back from 1939 due to political disturbance, the breaking of the World War II and the resignation of the Congress Ministers. But this did not cool down the enthusiasm of the staunch advocates of Basic education who met in a conference at Poona, reviewed the whole situation and extended the scope of Basic education.

The Zakir Hussain's Committee's Report on Basic education accepted by the Indian National Congress at its Haripura Session held in March, 1938, was further discussed on two occasions by a Committee set up by the C.A.B.E. under the chairmanship of Shri B. G. Kher. The First Report (1938) contained the following conclusions regarding teachers and their training :

" (8) The training of teachers should be reorganized and their status raised.

(9) No teacher should receive less than Rs.20/- per mensem.

(10) Efforts should be made to recruit women teachers and to persuade teachers of good education to take up teaching.

(11) Basic schools should be started only when suitable trained teachers are available."

(39 : 248)

The Second Report (1940) also emphasized the various aspects of Basic education. In fact these two Reports have been greatly instrumental in influencing the modern educational thought in the country as revealed in Sargent Report.

Having realized the need for a better system of education, the Reconstruction Committee of the Viceroy's Executive Council appointed Sir John Sargent, the then Educational Adviser with the Government of India, to prepare a memorandum on Post-war Educational Development in India. As regards teachers, the Committee was to examine the various aspects as their training, recruitment and conditions of service. The memorandum submitted was accepted by the C.A.B.E. at their meeting in October, 1943 and January, 1944 and published it as a Report entitled, 'Post-War Educational Development in India.' It made valuable suggestions regarding the various

stages of education as Primary, Basic, Secondary, University, Technical, Commercial, Art education, Adult education and Teacher education. Regarding the last item, the Report said :

" The fundamental requirement of any comprehensive development in the educational system is the provision of an adequate establishment of teachers and of the necessary institutions for training them. The latter ought not only to provide the requisite professional training, but should also inculcate a way of life which will attract and make its mark upon the young man or woman who intends to be a teacher. Teaching must be adequately remunerated but the fact that it should be a vocation as well as a profession should be impressed on intending teachers at all stages of their training."

(23 : 59)

As regards the differences in nomenclature as B.T., L.T., S.A.V., etc., the Report pointed out :

" These differences in nomenclature tend to make each institution regard its own particular qualifications as superior to those of any other, although in actual practice the syllabuses, periods of instruction, qualifications of the staff, etc., are much the same. The resulting effect of these variations is not in the interest of the teaching profession as a whole."

(23 : 59)

Criticising the type of training the teachers received, it said :

" It fails to keep pace with modern ideas in education and there is insufficient co-ordination between theory and practice. The curriculum tends to be rigid and the conditions of training rarely afford the student in training or even his teachers an opportunity of ascertaining definitely whether or not he is really fitted for teaching. The result is that many unsuitable candidates who should ordinarily be 'weeded out' find their way into the teaching profession."

(23 : 59-60)

According to the Report, the expanded scheme proposed to train 22,17,733 teachers in the course of 35 years. Out of these 6,25,560 were for the Senior Basic (Middle) Schools, 1,81,320 for

for the Junior Departments of high schools and 1,81,320 for the Senior Departments of high schools. It was of the view that the entire development programme depended on the rate at which trained teachers were produced. It did not favour the idea of segregating the teacher's training institutions from other professional institutions and suggested the establishment of Education Departments by the Universities if geographical and other circumstances permitted. Further, it suggested that the limit for a training college was not to exceed 200 though that of the Education Department of a Unitary University could be much larger. It also stressed the importance of arranging refresher courses for teachers and of providing ample facilities for research in view of the rapid expansion in the educational field and of the changing Indian requirements. The following is the summary of their main recommendations :

- " (a) The proposals for the requirement and training of teachers as set out in the Report approved by the Central Advisory Board in January 1943 should be generally adopted.
- (b) The existing training institutions are barely sufficient to meet wastage among existing teachers and to train those hitherto untrained.
- (c) New Training Schools and Colleges (including University Education Departments) must be provided to supply the additional teachers whom a national system will require. These will amount to over 20,00,000 non-graduates for schools of all types and 1,80,000 graduates for High Schools.
- (d) Arrangements should be made to pick out suitable boys and girls towards the end of the High School course. This is particularly important in Girls' High Schools in view of the vast increase in the number of women teachers required.

- (e) The courses provided should be essentially practical and should be specially related to the needs of the schools in which the trainees will subsequently serve.
- (f) No fees should be charged either in Training Schools or Training Colleges; liberal assistance should be available for the maintenance of poor students.
- (g) Refresher Courses are of the utmost importance and should be provided for all types of teachers but particularly for those in remote rural areas. Facilities should be provided for research and selected teachers should be encouraged to study educational methods in foreign countries.
- (h) The total net cost of training the additional teachers required for a national system will amount, including maintenance where necessary, to Rs.1,59,94,98,250 over a period of thirty-five years or an average of Rs.4,56,99,950 a year."

(23 : 64)

As per instructions from Central Government in 1944, the Provincial Governments also prepared their Five Year Post-War Educational Development Plans and in 1946, they were asked to implement some of them. Following this, almost all the Provincial Governments appointed their own educational reorganizing committees and the measures suggested by them are of considerable local significance.

The number of training colleges rose from 23 in 1937-38 to 41 in 1946-47 (162 : 128). The number of trained teachers was as follows :

1941-42			1946-47		
No. of teachers	No. of trained teachers	Percentage	No. of teachers	No. of trained teachers	Percentage
521255	319274	61.3	566398	348500	61.5

(162 : 131)

Thus we see that in 1941-42, out of a total of 521255, 38.7% were untrained and in 1946-47, out of 566398, 38.5% were untrained.

B. Post-independence period (1947 onwards)

With the attainment of independence on August 15, 1947, Education at the Centre was constituted into a separate Ministry of Education. With the advent of freedom it was fully realized that national reconstruction was possible only when the educational system of the country was improved and remodelled. Since independence, a new conception of teacher education tended to develop and among other several factors the following were mainly responsible for this change.

1. The concepts, values and patterns of behaviour which we held sacred during the pre-independence era were no longer held valid in the post-independence era due to a change in the political and national outlook.
2. A growing change was witnessed throughout the world with regard to the very conception of teacher preparation due to various factors as social, political, educational, scientific and psychological etc.
3. It was no longer a mere teacher-training but more deep and vital and embraced almost all the aspects of life and living.
4. With the national awakening, there was considerable awakening among the masses especially among women, the rural population and even less advanced communities and there arose a growing demand for secondary education which resulted in a considerable expansion in secondary education.
5. Also, due to the development of educational and psychological theories and due to the national demands in the various fields, there arose several types of institutions at the secondary level. Thus the secondary education developed not only vertically but also horizontally.
6. Lastly, the new ideology and philosophy of Basic education which was becoming increasingly recognized after independence, as a suitable form of education at the primary and secondary stages, also influenced the teacher education programme.

In short, there was gradually a shift in the emphasis from teacher training to teacher education. As a result of all this new committees and commissions were set up by the Government to study at first hand the conditions as existed in the country and to suggest remedial measures for improvement.

In 1948, the Central Government appointed a University Commission comprising of eminent educationists, scientists, engineering and medical experts and three foreign experts as members. Dr. S. Radhakrishnan was its Chairman. The Commission examined the serious problems of university education in the country and submitted its report to the Government of India on 25th August, 1949.

Having obtained first hand knowledge of the prevailing position of the graduate teacher education programme in the country the commission was able to put forth certain valuable suggestions as remedial measures for developing its various aspects. For instance in its Report the Commission very aptly pointed out

" People in this country have been slow to recognise that education is a profession for which intensive preparation is necessary as it is in any other profession.

(173 : 210)

Commenting on the experiences of the staff of the training colleges, the commission was of the view that in order to command the respect of the students and to be able to convince them of the nobility of the profession, it was essential that a majority of them had school teaching experience:

" that the bulk of a staff of the training college be recruited from people who have first hand experience of school teaching

(173 : 217)

Regarding school practice, the Commission put forth several important measures for improvement.

" (i) that the courses be remodelled and more time given to school practice and more weight given to practice in assessing the students' performances;

(ii) that suitable schools be used for practical training;

(iii) that students be encouraged to fall in with the current practice of a school and they make the best of it."

(173 : 217)

Having realized the inadequacy of time and weightage given to school practice, the Commission recommended not less than 12 weeks for supervised school practice. As regards the comments that school did not like being used for practice, the Commission came to the rescue of the training colleges by suggesting

" Government must come to the help of universities and make it a condition of aid, or even recognition, to suitable schools that they shall play their proper part in the practical training of the recruits whose services they subsequently intend to use."

(173 : 214)

As far as the theoretical aspects of the course was concerned, the Commission wisely suggested :

" Theory of Education must be flexible and adaptable to local circumstances if it is to mean anything real to its students."

(173 : 215)

It further pointed out -

" It is a fundamental principle now a days that a real education is not so much a matter of lessons to be learned and memorized as of a life to be lived and purposeful activities to be shared. If this is true of a school it must be equally true of a university and of training course which a university provides."

(173 : 215)

Most of the recommendations of the Commission were accepted with slight modification by the Central Advisory Board at its Session in April, 1950.

Even though education was a state subject yet the Government did not fail to rise to the occasion when the time came and when it was necessary, to appoint Education Commissions of an all India level. The appointment of the Secondary Education Commission is one such instance and the Government is fully justified in its action for even though

"Secondary Education is mainly the concern of the States but, in view of its impact on the life of the country as a whole, both in the field of culture and technical efficiency, the Central Government cannot divest itself of the responsibility to improve its standards and to relate it intelligently to the larger problems of national life."

(165 : 5)

The Government of India having realized the defects of the existing system of secondary education in the country which was unilateral and predominantly academic in nature appointed on the advice of the Central Advisory Board, the Secondary Education Commission on 23rd September, 1952. The mission of this Commission was to examine in detail the prevailing system of secondary education in the country and to recommend measures for improving and reorganising the system. This Commission was headed by Dr. A. L. - Mudliar and included in its team many eminent educationists from India and abroad. Starting right from a historical survey, the Commission touched upon almost every aspect of secondary education and suggested very valuable measures for its improvement.

The report would have been incomplete if the Commission had ignored the teacher education aspect which was closely related to secondary education. As far as this aspect was concerned the commission dealt with it in two parts, the first, dealing with the improvement of the teaching personnel, and the second, the training of teachers. Further, in its Report ~~the~~ Commission touched upon almost every aspect of teacher education as the method of recruitment, period of probation, qualification, condition of service, certain amenities to teachers, their status in society, importance of training of teachers and need for better equipped teaching personnel. As far as graduate teacher education was concerned, the Commission covered a wide field as the duration, practical training, co-curricular activities, in-service training, its relationship with other institutions, recruitment to training colleges, training in special subjects, research in education, community life, post-graduate course in education and the staff of the training college etc. The following is a summary of their recommendations regarding teacher training :

" 1. There should be only two types of institutions for teacher training: (i) for those who have taken the School Leaving Certificate or Higher Secondary School Leaving Certificate, for whom the period of training should be two years; and (ii) for graduates for whom the training may, for the present, be of one academic year, but extended as a long term programme to two academic years.

2. Graduate teacher-training institutions should be recognised by and affiliated to the Universities which should grant the degrees, while the secondary grade training institutions should be under the control of a separate Board appointed for the purpose.

3. The teacher-training^{ee} should receive training in one of more of the various extra-curricular activities.

4. The training colleges should, as a normal part of their work arrange refresher courses, short intensive courses in special subjects, practical training in workshop and professional conferences.

5. The training college should conduct research work in various important aspects of pedagogy and for this purpose it should have under its control an experimental or demonstration school.

6. No fees should be charged in training colleges, while during the period of training all the student-teachers should be given suitable stipends by the State; the teachers who are already in service should be given the same salary which they were getting.

7. All training colleges should provide adequate residential facilities so as to be able to arrange community life and other suitable activities for the trainees.

8. For the Master's Degree in Education, only trained graduates who have normally done a minimum of three years' teaching should be admitted.

9. There should be a free exchange between professors in Training Colleges, selected Headmasters of Schools and Inspecting Officers.

10. In order to meet the shortage of women teachers, special part time training courses should be provided."

(165 : 174-176)

more than

So far we have had three All India Conferences of training Colleges. The first one was held at Baroda in November, 1950, the second in Mysore in November, 1951 and the third in Hyderabad in November, 1952 and in all these three conferences, the various important aspects of teacher education programme were discussed at great length. As a result of the first conference, an Association of training colleges was also formed and it was this Association which was partly responsible for other conferences. These

conferences clearly indicated that the awakening pertaining to the development of teacher education programme was not confined to educationists alone but had filtered down to the training colleges also who wished in all sincerity to rise to the occasion and improve themselves.

With the educational development in India, it was being more and more realized that formal training should be closely related to every day life and its experience and teacher training which was only ~~an~~ aspect of the wide field of education could ^{not} divest itself of this growing principle and responsibility. This naturally necessitated an orientation of teacher education programme bringing it closer to life and life situations.

This aspect was well stressed by Shri K. G. Saiyidan who in his inaugural address to the first meeting of the Committee set up by the Ministry of Education to revise the B.Ed. syllabus, very aptly pointed out

" (a) whatever knowledge is imparted to the trainees should have a direct bearing on the day to day school problems. In fact this is the main justification recommending that every teachers' college should have a good experimental school attached to it for identifying and attempting solutions of educational problems.

(b) It should be the endeavour of every teacher in a teachers' college to link up his theoretical work with the new social and economic forces that are operative in the national life. Unless this is done, the training will lose much of its significance and the trainee will find it difficult to develop a complete and coherent picture of life."

(122 : 11)

The Committee had three meetings in all, the first on the 7th and 9th August, the second on the 26th and 27th November and the

third on the 27th December, 1956. It had three objectives in view -

1. To reduce the bulk of the theory course;
2. To train every candidate in a special branch; and
3. To widen the scope of practical work.

In the light of these objectives, the entire syllabus was recast:

" The committee unanimously decided that no course in the History of Education should be offered at the B.Ed. level and that the papers in theory for the B.Ed. examination should not be more than four. It was also of the opinion that equal weightage should be given to theory and practical work in the course and that 400 marks should be allotted to each."

(122 : 10)

The recommendation made by this committee was later considered at the conference of the principals of the training colleges held at Bangalore on 6th and 7th May, 1957. The following aspects were discussed in the conference -

- a) The practical aspect of training.
- b) The course in the theory of education.
- c) The methods of teaching and evaluation in teachers' colleges.
- d) Problems of administration and organisation.
- e) The training of teachers of multi-purpose schools.

The various groups presented their reports with their suggestions on 10th May, 1957.

Due to the financial assistance offered by the Ford Foundation and the technical equipment provided by the T.C.M., U.S.A., a number of training colleges have now a new department of Extension Services set up by the Ministry of Education and the activities of these departments cover a wide field such as week end short term and long term courses, workshops, seminars, group discussions and conferences, educational weeks and exhibitions, advisory and guidance services,

library services, audio-visual aids services and publications etc.

Thus we see that there have been constant efforts to reorganise the teacher education programme at the graduate level. With the development of Basic system of education, there arose a need for providing adequately equipped teachers for the senior classes of Basic schools, for post-Basic schools and to training schools which supplied teachers to the junior classes of the Basic schools. In addition, training was also necessary for inspecting and administrative officers, dealing with Basic education. This gave rise to new types of training colleges called Basic Training Colleges. Like the Traditional Training Colleges, the duration of the course here was also less than a year but unlike the Traditional Training Colleges, most of these Basic Training Colleges were under the Education Departments and a diploma was awarded to the successful candidates. The Education Departments formulated their own syllabi for their colleges and there was no standardized common syllabus. These colleges did not cater to the high schools, higher secondary schools and multipurpose schools.

In order to study at first hand the conditions of Basic education in the country, the Ministry of Education appointed an Assessment Committee with Shri G. Ramachandran as convenor. Speaking of Basic Training Colleges, the Committee offered some very timely and appropriate suggestions. It said

" At a time when Central and State Governments intend to go ahead with Basic education, it would not do for our Universities to stand aloof. So far the universities have not taken kindly to Basic education. But at the four important points of Assessment, teachers' training, dovetailing of Basic education with

Higher education and Research, the Universities can make a valuable contribution. Central and State Governments must, therefore, take up the matter with the Universities to help at these points and particularly in regard to the establishment and recognition of Post-graduate Basic Teachers' Training Colleges

Provision will have to be made for the affiliation of Post-Graduate Basic Training Colleges to universities."

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With a view to standardizing a common syllabus, a seminar of principals of Post-Graduate Basic Training Colleges was conducted at Shri Ramakrishna Mission Vidyalaya, Coimbatore Distt., from 2nd to 8th September, 1957. They drew up a syllabus which was intended to be suggestive and provided scope for the different agencies dealing with Graduate Basic Teachers' Education to modify as they desired and according to local needs.

We thus have at present two types of graduate teachers' training colleges - Traditional and Basic - with their own programmes for training teachers.

At present there are more than 120 Traditional type of training colleges including the University Departments of Education and about 40 Basic Training Colleges in India and their influence on one another cannot be ignored. In the next chapter, therefore, an attempt has been made to present the impact of Basic education on the graduate-teacher education programme.